Index for Volume 82

Title Index

2004 Notable Children's Books in the Language Arts (Reading Corner for Children). Notable Books Committee–Linda M. Pavonetti, Barbara A. Lehman, Kathleen Armstrong, Marilyn Carpenter, Junko Yokota, Richard M. Kerper, & Miriam Martinez. March, pp. 310–317.

A Thrice-Learned Lesson from the Literate Life of a Five-Year-Old. Lori A. Norton-Meier. March, pp. 286–295.

A Written Conversation with Vivian Gussin Paley, Outstanding Educator in the Language Arts (Profile). Judith Wells Lindfors. November, pp. 148–153.

About Writing: A Letter to Stacie. Janice Hartwick Dressel. November, pp. 95–99.

Alma Flor Ada and the Quest for Change (Profile). Anthony L. Manna, Janet Hill, & Kathy Kellogg. September, pp. 76–79.

Audible Voices, Visible Tongues: Exploring Social Realities in Spanish-Speaking Students' Writing. Maria R. Coady & Kathy Escamilla. July, pp. 462–471.

Basal Readers and Reading as Socialization: What Are Children Learning? Nancy L. Jordan. January, pp. 204–213.

"Behind Closed Doors": Discovering the Literacies in Our Children's Everyday Lives. Sharon R. Cook. July, pp. 420–430.

Children's Books to Slip between the Cracks (Reading Corner for Children). Lester L. Laminack, Barbara H. Bell, & Kirstin Morgan. January, pp. 224–229.

Choosing the Best in Nonfiction: The Orbis Pictus Award Winners (Reading Corner for Children). Carolyn Lott, Carol Avery, Nancy L. Hadaway, Belinda Y. Louie, Deborah L. Thompson, James P. Valle, & Sandip L. Wilson. November, pp. 142–147.

Creating Space for Teaching Writing and for Test Preparation. Nancy Rankie Shelton & Danling Fu. November, pp. 120–128.

Democracy as Using Your Voice (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. September, pp. 70–75.

Democracy in the Balance. Carole Edelsky. September, pp. 8–15.

Developing Literacy in Young Children (Reading Corner for Educators). Zhihui Fang, Linda L. Lamme, Danling Fu, & Brandy Pitcher. March, pp. 308–309.

Emilia Ferriero: Searching for Children's Understandings about Literacy as a Cultural Object (Profile). Yetta Goodman, Iliana Reyes, & Kerry McArthur. March, pp. 318–323.

Finding a Space for Professional Development: Creating Third-space through After-School Writing Groups. Robert Brooke, Deborah Coyle, & Anne Walden with Connie Healey, Kim Larson, Virginia Laughridge, Kim Ridder, Molly Williams, & Shawn Williams. May, pp. 367–377.

From Answers to Questions: A Beginning Teacher Learns to Teach for Social Justice. James Damico & Ruthie L. Riddle. September, pp. 36–46.

Journey into Literacy: An Interview with David Booth (Profile). Florence Samson & Evelyn A. O'Connor. July, pp. 491–495.

Language, Linguistics, and Literacy in Education (Reading Corner for Educators). Zhihui Fang, Linda Leonard Lamme, & Danling Fu. July, pp. 484–485.

Lesson Study: Teacher-Led Professional Development in Literacy Instruction. Jacqueline Hurd & Lori Licciardo-Musso. May, pp. 388–395.

Literacy All the Livelong Day: A Picture Portfolio of Kindergarten Teaching and Learning. Shelly Hudson Bowden. March, pp. 278–285.

Literacy Education for Democracy in Trying Times (Reading Corner for Educators). Zhihui Fang, Danling Fu, Linda Leonard Lamme, Suzanne Coatoam, & Samantha Bowers Welte. September, pp. 68–69.

Making Politics Primary: Exploring Critical Curriculum with Young Children. Terry Burns. September, pp. 56–66.

Missing the Children: When Politics and Programs Impede Our Teaching. Katherine Bomer. January, pp. 168–176.

Modified Descriptive Review as a Tool for Reflection and Professional Inquiry. Suzanne Marten & Jane Spielman. July, pp. 452–461.

Necessary and Irreconcilable Differences: A Commentary on Paradigms within the Field of Reading. Sharon Ruth Gill. January, pp. 214–221.

One Teacher's Resistance to the Pressures of Test Mentality. Caitlin McMunn Dooley. January, pp. 177–185.

Out of the Box: Critical Literacy in a First-Grade Classroom. Christine H. Leland & Jerome C. Harste with Kimberly R. Huber. March, pp. 257–268.

Professional Development as Social Transformation: The Literacy for Social Justice Teacher Research Group. Rebecca Rogers, Mary Ann Kramer, Melissa Mosley, Carolyn Fuller, Rebecca Light, Melissa Nehart, Rhonda Jones, Sara Beaman-Jones, Janet DePasquale, Sarah Hobson, & Phyllis Thomas. May, pp. 347–358.

Professional Development for Teachers (Reading Corner for Educators). Danling Fu, Zhihui Fang, Linda Leonard Lamme, Erica Eisenberg, & Nancy Rankie Shelton. May, pp. 396–397.

Raising Up Andrea Davis Pinkney (Profile). Cheryl Silverberg Grossman. May, pp. 404–409.

Rediscovering the Call to Teach: A New Vision for Professional and Personal Development. Caryl Casbon, Ruth Shagoury, & Gregory A. Smith. May, pp. 359–366.

Remembering Critical Lessons in Early Literacy Research: A Transactional Perspective. Kathryn F. Whitmore, Prisca

Index for Volume 82

Title Index

2004 Notable Children's Books in the Language Arts (Reading Corner for Children). Notable Books Committee–Linda M. Pavonetti, Barbara A. Lehman, Kathleen Armstrong, Marilyn Carpenter, Junko Yokota, Richard M. Kerper, & Miriam Martinez. March, pp. 310–317.

A Thrice-Learned Lesson from the Literate Life of a Five-Year-Old. Lori A. Norton-Meier. March, pp. 286–295.

A Written Conversation with Vivian Gussin Paley, Outstanding Educator in the Language Arts (Profile). Judith Wells Lindfors. November, pp. 148–153.

About Writing: A Letter to Stacie. Janice Hartwick Dressel. November, pp. 95–99.

Alma Flor Ada and the Quest for Change (Profile). Anthony L. Manna, Janet Hill, & Kathy Kellogg. September, pp. 76–79.

Audible Voices, Visible Tongues: Exploring Social Realities in Spanish-Speaking Students' Writing. Maria R. Coady & Kathy Escamilla. July, pp. 462–471.

Basal Readers and Reading as Socialization: What Are Children Learning? Nancy L. Jordan. January, pp. 204–213.

"Behind Closed Doors": Discovering the Literacies in Our Children's Everyday Lives. Sharon R. Cook. July, pp. 420–430.

Children's Books to Slip between the Cracks (Reading Corner for Children). Lester L. Laminack, Barbara H. Bell, & Kirstin Morgan. January, pp. 224–229.

Choosing the Best in Nonfiction: The Orbis Pictus Award Winners (Reading Corner for Children). Carolyn Lott, Carol Avery, Nancy L. Hadaway, Belinda Y. Louie, Deborah L. Thompson, James P. Valle, & Sandip L. Wilson. November, pp. 142–147.

Creating Space for Teaching Writing and for Test Preparation. Nancy Rankie Shelton & Danling Fu. November, pp. 120–128.

Democracy as Using Your Voice (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. September, pp. 70–75.

Democracy in the Balance. Carole Edelsky. September, pp. 8–15.

Developing Literacy in Young Children (Reading Corner for Educators). Zhihui Fang, Linda L. Lamme, Danling Fu, & Brandy Pitcher. March, pp. 308–309.

Emilia Ferriero: Searching for Children's Understandings about Literacy as a Cultural Object (Profile). Yetta Goodman, Iliana Reyes, & Kerry McArthur. March, pp. 318–323.

Finding a Space for Professional Development: Creating Third-space through After-School Writing Groups. Robert Brooke, Deborah Coyle, & Anne Walden with Connie Healey, Kim Larson, Virginia Laughridge, Kim Ridder, Molly Williams, & Shawn Williams. May, pp. 367–377.

From Answers to Questions: A Beginning Teacher Learns to Teach for Social Justice. James Damico & Ruthie L. Riddle. September, pp. 36–46.

Journey into Literacy: An Interview with David Booth (Profile). Florence Samson & Evelyn A. O'Connor. July, pp. 491–495.

Language, Linguistics, and Literacy in Education (Reading Corner for Educators). Zhihui Fang, Linda Leonard Lamme, & Danling Fu. July, pp. 484–485.

Lesson Study: Teacher-Led Professional Development in Literacy Instruction. Jacqueline Hurd & Lori Licciardo-Musso. May, pp. 388–395.

Literacy All the Livelong Day: A Picture Portfolio of Kindergarten Teaching and Learning. Shelly Hudson Bowden. March, pp. 278–285.

Literacy Education for Democracy in Trying Times (Reading Corner for Educators). Zhihui Fang, Danling Fu, Linda Leonard Lamme, Suzanne Coatoam, & Samantha Bowers Welte. September, pp. 68–69.

Making Politics Primary: Exploring Critical Curriculum with Young Children. Terry Burns. September, pp. 56–66.

Missing the Children: When Politics and Programs Impede Our Teaching. Katherine Bomer. January, pp. 168–176.

Modified Descriptive Review as a Tool for Reflection and Professional Inquiry. Suzanne Marten & Jane Spielman. July, pp. 452–461.

Necessary and Irreconcilable Differences: A Commentary on Paradigms within the Field of Reading. Sharon Ruth Gill. January, pp. 214–221.

One Teacher's Resistance to the Pressures of Test Mentality. Caitlin McMunn Dooley. January, pp. 177–185.

Out of the Box: Critical Literacy in a First-Grade Classroom. Christine H. Leland & Jerome C. Harste with Kimberly R. Huber. March, pp. 257–268.

Professional Development as Social Transformation: The Literacy for Social Justice Teacher Research Group. Rebecca Rogers, Mary Ann Kramer, Melissa Mosley, Carolyn Fuller, Rebecca Light, Melissa Nehart, Rhonda Jones, Sara Beaman-Jones, Janet DePasquale, Sarah Hobson, & Phyllis Thomas. May, pp. 347–358.

Professional Development for Teachers (Reading Corner for Educators). Danling Fu, Zhihui Fang, Linda Leonard Lamme, Erica Eisenberg, & Nancy Rankie Shelton. May, pp. 396–397.

Raising Up Andrea Davis Pinkney (Profile). Cheryl Silverberg Grossman. May, pp. 404–409.

Rediscovering the Call to Teach: A New Vision for Professional and Personal Development. Caryl Casbon, Ruth Shagoury, & Gregory A. Smith. May, pp. 359–366.

Remembering Critical Lessons in Early Literacy Research: A Transactional Perspective. Kathryn F. Whitmore, Prisca

Martens, Yetta M. Goodman, & Gretchen Owocki. March, pp. 296–307.
Seeing Writing Instruction Differently: Lessons with Lasting Impressions. William P. Bintz & Jill Dillard. November, pp. 110–118.
Sharing Some Favorites (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. July, pp. 486–490.
"Sounding Out": A Pervasive Cultural Model of Reading. Catherine Compton-Lilly. July, pp. 441–451.
"Speaking Up" with Janet Wong (Profile). Terrell A. Young & Sylvia M. Vardell. January, pp. 230–233.
Striving to Keep Up with New Children's Books (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. May, pp. 398–403.
Suggestions for Further Reading on Literacy Learning and the Young Child. Deborah Wells Rowe. March, p. 324.
Suggestions for Further Reading on Teachers and Professional Development. Kathy Egawa. May, p. 410.
Suggestions for Further Reading on Teaching as a Sociopolitical Act. Louise B. Jennings, Tasha Laman, Susi Long, & Diane Stephens. January, p. 234.
Suggestions for Further Reading on Writing Workshop. JoAnn Portalupi & Ralph Fletcher. November, p. 139.
Suggestions for Further Reading: Democracy and Schooling. Jesse Goodman. September, p. 67.
Teaching Literacy in the Cracks (Reading Corner for Educators). Linda Leonard Lamme, Danling Fu, Zhihui Fang, & Jennifer Graff. January, pp. 222–223.
Teaching Writing in Challenging Times (Reading Corner for Educators). Danling Fu, Linda L. Lamme, Zhihui Fang, & Jennifer Sanders. November, pp. 140–141.
Teaching/Learning Centers: Professional Development for Teachers of Linguistically and Culturally Diverse Students. Holbrook Mahn, Dee McMann, & Sandra Musanti. May, pp. 378–387.
Telling Our Stories: Speaking Truth to Power. Sue Novinger & Catherine Compton-Lilly. January, pp. 195–203.
The Donut House: Real World Literacy in an Urban Kindergarten Classroom. Rebecca Powell & Nancy Davidson. March, pp. 248–256.
The Practice of Democracy and Dewey's Challenge. Patrick Shannon. September, pp. 16–25.
The Second Class: Providing Space in the Margins. Gerald Campano. January, pp. 186–194.
The Zine Project: Writi with a Personal Perspective. Barbara Cohen. November, pp. 129–138.
Theory in Practice: The Legacy of Louise Rosenblatt. Heidi Mills & Diane Stephens with Timothy O'Keefe & Julie Riley Waugh. September, pp. 47–55.
Thoughts from the Editors. Kathy Short, Jean Schroeder, Gloria Kauffman, & Sandy Kaser. January, p. 167; July, p. 419; March, p. 247; May, p. 335; November, p. 87; September, p. 7.
Transformative Professional Development: Negotiating Knowledge with an Inquiry Stance. Amy Donnelly, Denise N. Morgan, Diane E. DeFord, Janet Files, Diane Stephens, Heidi Mills, Susi Long, & Mary Styslinger. May, pp. 336–346.
Using Picture Books to Teach for Democracy. Steven Wolk. September, pp. 26–35.
What I've Learned from Teachers of Writing. Donald Graves. November, pp. 88–94.
What's the Purpose? Students Talk about Writing in Science. Cathy Tower. July, pp. 472–483.
Why Cauley Writes Well: A Close Look at What a Difference Good Teaching Can Make. Katie Wood Ray. November, pp. 100–109.
Why Marco Can Read: Becoming Literate in a Classroom Community. Debra Goodman. July, pp. 431–440.
Young Children's Versions of Curriculum: "How Do You Turn a Square into a Grown-up?" Jane Hansen. March, pp. 269–277.

Author Index

Armstrong, Kathleen. (See Notable Books Committee, March).
Avery, Carol. (See Lott et al., November).
Beaman-Jones, Sara. (See Rogers et al., May).
Bell, Barbara H. (See Laminack & Bell, July).
Bell, Barbara H. (See Laminack & Bell, January).
Bell, Barbara H. (See Laminack & Bell, May).
Bell, Barbara H. (See Laminack & Bell, September).
Bintz, William P. & Jill Dillard. *Seeing Writing Instruction Differently: Lessons with Lasting Impressions.* November, pp. 110–118.
Bomer, Katherine. *Missing the Children: When Politics and Programs Impede Our Teaching.* January, pp. 168–176.
Bowden, Shelly Hudson. *Literacy All the Livelong Day: A Picture Portfolio of Kindergarten Teaching and Learning.* March, pp. 278–285.
Brooke, Robert, Deborah Coyle, & Anne Walden with Connie Healey, Kim Larson, Virginia Laughridge, Kim Ridder, Molly Williams, & Shawn Williams. *Finding a Space for Professional Development: Creating Thirdspace through After-School Writing Groups.* May, pp. 367–377.
Bryson, April. (See Laminack et al., September).
Burns, Terry. *Making Politics Primary: Exploring Critical Curriculum with Young Children.* September, pp. 56–66.
Campano, Gerald. *The Second Class: Providing Space in the Margins.* January, pp. 186–194.
Carpenter, Marilyn. (See Notable Books Committee, March).
Casbon, Caryl, Ruth Shagoury, & Gregory A. Smith. *Rediscovering the Call to Teach: A New Vision for Professional and Personal Development.* May, pp. 359–366.
Coady, Maria R. & Kathy Escamilla. *Audible Voices, Visible Tongues: Exploring Social Realities in Spanish-Speaking Students' Writing.* July, pp. 462–471.
Coatoam, Suzanne. (See Fang et al., September).
Cohen, Barbara. *The Zine Project: Writing with a Personal Perspective.* November, pp. 129–138.
Compton-Lilly, Catherine. *"Sounding Out": A Pervasive Cultural Model of Reading.* July, pp. 441–451.
Compton-Lilly, Catherine. (See Novinger & Compton-Lilly, January).
Cook, Sharon R. *"Behind Closed Doors": Discovering the Literacies in Our Children's Everyday Lives.* July, pp. 420–430.
Coyle, Deborah. (See Brooke et al., May).
Damico, James & Ruthie L. Riddle. *From Answers to Questions: A Beginning Teacher Learns to Teach for Social Justice.* September, pp. 36–46.
Davidson, Nancy. (See Powell & Davidson, March).
DeFord, Diane E. (See Donnelly et al., May).

DePasquale, Janet. (See Rogers et al., May).
Dillard, Jill. (See Bintz & Dillard, November).
Donnelly, Amy, Denise N. Morgan, Diane E. DeFord, Janet Files, Diane Stephens, Heidi Mills, Susi Long, & Mary Stys-linger. *Transformative Professional Development: Negotiating Knowledge with an Inquiry Stance.* May, pp. 336–346.
Dooley, Caitlin McMunn. *One Teacher's Resistance to the Pressures of Test Mentality.* January, pp. 177–185.
Dressel, Janice Hartwick. *About Writing: A Letter to Stacie.* November, pp. 95–99.
Edelsky, Carole. *Democracy in the Balance.* September, pp. 8–15.
Egawa, Kathy. *Suggestions for Further Reading on Teachers and Professional Development.* May, p. 410.
Eisenberg, Erica. (See Fu et al., May).
Escamilla, Kathy. (See Coady & Escamilla, July).
Fang, Zhihui, Danling Fu, Linda Leonard Lamme, Suzanne Coatoam, & Samantha Bowers Welte. *Literacy Education for Democracy in Trying Times* (Reading Corner for Educators). September, pp. 68–69.
Fang, Zhihui, Linda Leonard Lamme, & Danling Fu. *Language, Linguistics, and Literacy in Education* (Reading Corner for Educators). July, pp. 484–485.
Fang, Zhihui, Linda L. Lamme, Danling Fu, & Brandy Pitcher. *Developing Literacy in Young Children* (Reading Corner for Educators). March, pp. 308–309.
Fang, Zhihui. (See Fu et al., May).
Fang, Zhihui. (See Fu et al., November).
Fang, Zhihui. (See Lamme et al., January).
Files, Janet. (See Donnelly et al., May).
Fletcher, Ralph. (See Portalupi & Fletcher, November).
Fu, Danling, Linda L. Lamme, Zhihui Fang, & Jennifer Sanders. *Teaching Writing in Challenging Times* (Reading Corner for Educators). November, pp. 140–141.
Fu, Danling, Zhihui Fang, Linda Leonard Lamme, Erica Eisenberg, & Nancy Rankie Shelton. *Professional Development for Teachers* (Reading Corner for Educators). May, pp. 396–397.
Fu, Danling. (See Fang et al., July).
Fu, Danling. (See Fang et al., March).
Fu, Danling. (See Fang et al., September).
Fu, Danling. (See Lamme et al., January).
Fu, Danling. (See Shelton & Fu, November).
Fuller, Carolyn. (See Rogers et al., May).
Gill, Sharon Ruth. *Necessary and Irreconcilable Differences: Paradigms within the Field of Reading.* January, pp. 214–221.
Goodman, Debra. *Why Marco Can Read: Becoming Literate in a Classroom Community.* July, pp. 431–440.
Goodman, Jesse. *Suggestions for Further Reading: Democracy and Schooling.* September, p. 67.
Goodman, Yetta M. (See Whitmore et al., March).
Goodman, Yetta, Iliana Reyes, & Kerry McArthur. *Emilia Ferriero: Searching for Children's Understandings about Literacy as a Cultural Object* (Profile). March, pp. 318–323.
Graff, Jennifer. (See Lamme et al., January).
Graves, Donald. *What I've Learned from Teachers of Writing.* November, pp. 88–94.
Grossman, Cheryl Silverberg. *Raising Up Andrea Davis Pinkney* (Profile). May, pp. 404–409.
Hadaway, Nancy. (See Lott et al., November).
Hansen, Jane. *Young Children's Versions of Curriculum: "How Do You Turn a Square into a Grown-up?"* March, pp. 269–277.
Harste, Jerome C. (See Leland et al., March).
Healey, Connie. (See Brooke et al., May).
Hill, Janet. (See Manna et al., September).
Hobson, Sarah. (See Rogers et al., May).
Huber, Kimberly R. (See Leland et al., March).
Hurd, Jacqueline & Lori Licciardo-Musso. *Lesson Study: Teacher-Led Professional Development in Literacy Instruction.* May, pp. 388–395.
Jennings, Louise B., Tasha Laman, Susi Long, & Diane Stephens. *Suggestions for Further Reading on Teaching as a Sociopolitical Act.* January, p. 234.
Jones, Rhonda. (See Rogers et al., May).
Jordan, Nancy L. *Basal Readers and Reading as Socialization: What Are Children Learning?* January, pp. 204–213.
Kaser, Sandy. (See Short et al., September, November, January, March, May, July).
Kauffman, Gloria. (See Short et al., September, November, January, March, May, July).
Kellogg, Kathy. (See Manna et al., September).
Kerper, Richard M. (See Notable Books Committee, March).
Kramer, Mary Ann. (See Rogers et al., May).
Laman, Tasha. (See Jennings et al., January).
Laminack, Lester L. & Barbara H. Bell. *Sharing Some Favorites* (Reading Corner for Children). July, pp. 486–490.
Laminack, Lester L. & Barbara H. Bell. *Children's Books to Slip between the Cracks* (Reading Corner for Children). January, pp. 224–229.
Laminack, Lester L. & Barbara H. Bell. *Democracy as Using Your Voice* (Reading Corner for Children). September, pp. 70–75.
Laminack, Lester L. & Barbara H. Bell. *Striving to Keep Up* (Reading Corner for Children). May, pp. 398–403.
Lamme, Linda L. (See Fang et al., March).
Lamme, Linda L. (See Fu et al., November).
Lamme, Linda Leonard, Danling Fu, Zhihui Fang, & Jennifer Graff. *Teaching Literacy in the Cracks* (Reading Corner for Educators). January, pp. 222–223.
Lamme, Linda Leonard. (See Fang et al., July).
Lamme, Linda Leonard. (See Fang et al., September).
Lamme, Linda Leonard. (See Fu et al., May).
Larson, Kim. (See Brooke et al., May).
Laughridge, Virginia. (See Brooke et al., May).
Lehman, Barbara A. (See Notable Books Committee, March).
Leland, Christine H. & Jerome C. Harste with Kimberly R. Huber. *Out of the Box: Critical Literacy in a First-Grade Classroom.* March, pp. 257–268.
Licciardo-Musso, Lori. (See Hurd & Licciardo-Musso, May).
Light, Rebecca. (See Rogers et al., May).
Lindfors, Judith Wells. *A Written Conversation with Vivian Gussin Paley, Outstanding Educator in the Language Arts* (Profile). November, pp. 148–153.
Long, Susi. (See Donnelly et al., May).
Long, Susi. (See Jennings et al., January).
Lott, Carolyn, Carol Avery, Nancy L. Hadaway, Belinda Y. Louie, Deborah L. Thompson, James P. Valle, & Sandip L. Wilson. *Choosing the Best in Nonfiction: The Orbis Pictus*

Award Winners (Reading Corner for Children). November, pp. 142–147.
Louie, Belinda Y. (See Lott et al., November).
Mahn, Holbrook, Dee McMann, & Sandra Musanti. *Teaching/Learning Centers: Professional Development for Teachers of Linguistically and Culturally Diverse Students.* May, pp. 378–387.
Manna, Anthony L., Janet Hill, & Kathy Kellogg. *Alma Flor Ada and the Quest for Change* (Profile). September, pp. 76–79.
Marten, Suzanne & Jane Spielman. *Modified Descriptive Review as a Tool for Reflection and Professional Inquiry.* July, pp. 452–461.
Martens, Prisca. (See Whitmore, March).
Martinez, Miriam. (See Notable Books Committee, March).
McArthur, Kerry. (See Goodman et al., March).
McMann, Dee. (See Mahn et al., May).
Mills, Heidi & Diane Stephens with Timothy O'Keefe & Julie Riley Waugh. *Theory in Practice: The Legacy of Louise Rosenblatt.* September, pp. 47–55.
Mills, Heidi. (See Donnelly et al., May).
Morgan, Denise N. (See Donnelly et al., May).
Mosley, Melissa. (See Rogers et al., May).
Musanti, Sandra. (See Mahn et al., May).
Nehart, Melissa. (See Rogers et al., May).
Norton-Meier, Lori A. *A Thrice-Learned Lesson from the Literate Life of a Five-Year-Old.* March, pp. 286–295.
Notable Books Committee: Linda M. Pavonetti, Barbara A. Lehman, Kathleen Armstrong, Marilyn Carpenter, Junko Yokota, Richard M. Kerper, & Miriam Martinez. *2004 Notable Children's Books in the Language Arts* (Reading Corner for Children). March, pp. 310–317.
Novinger, Sue & Catherine Compton-Lilly. *Telling Our Stories: Speaking Truth to Power.* January, pp. 195–203.
O'Connor, Evelyn A. (See Samson & O'Connor, July).
O'Keefe, Timothy. (See Mills et al., September).
Owocki, Gretchen. (See Whitmore et al., March).
Pavonetti, Linda M. (See Notable Books Committee, March).
Pitcher, Brandy. (See Fang et al., March).
Portalupi, JoAnn & Ralph Fletcher. *Suggestions for Further Reading on Writing Workshop.* November, p. 139.
Powell, Rebecca & Nancy Davidson. *The Donut House: Real World Literacy in an Urban Kindergarten Classroom.* March, pp. 248–256.
Ray, Katie Wood. *Why Cauley Writes Well: A Close Look at What a Difference Good Teaching Can Make.* November, pp. 100–109.
Reyes, Iliana. (See Goodman et al., March).
Ridder, Kim. (See Brooke et al., May).
Riddle, Ruthie L. (See Damico & Riddle, September).
Rogers, Rebecca, Mary Ann Kramer, Melissa Mosley, Carolyn Fuller, Rebecca Light, Melissa Nehart, Rhonda Jones, Sara Beaman-Jones, Janet DePasquale, Sarah Hobson, & Phyllis Thomas. *Professional Development as Social Transformation: The Literacy for Social Justice Teacher Research Group.* May, pp. 347–358.
Rowe, Deborah Wells. *Suggestions for Further Reading on Literacy Learning and the Young Child.* March, p. 324.
Samson, Florence & Evelyn A. O'Connor. *Journey into literacy: An Interview with David Booth* (Profile). July, pp. 491–495.
Sanders, Jennifer. (See Fu et al., November).
Schroeder, Jean. (See Short et al., September, November, January, March, May, July).
Shagoury, Ruth. (See Casbon et al., May).
Shannon, Patrick. *The Practice of Democracy and Dewey's Challenge.* September, pp. 16–25.
Shelton, Nancy Rankie & Danling Fu. *Creating Space for Teaching Writing and for Test Preparation.* November, pp. 120–128.
Shelton, Nancy Rankie. (See Fu et al., May).
Short, Kathy, Jean Schroeder, Gloria Kauffman, & Sandy Kaser. *Thoughts from the Editors.* September, p. 7; November, p. 87; January, p. 167; March, p. 247; May, p. 335; July, p. 419.
Smith, Gregory A. (See Casbon et al., May).
Spielman, Jane. (See Marten & Spielman, July).
Stephens, Diane. (See Donnelly et al., May).
Stephens, Diane. (See Jennings et al., January).
Stephens, Diane. (See Mills et al., September).
Styslinger, Mary. (See Donnelly et al., May).
Thomas, Phyllis. (See Rogers et al., May).
Thompson, Deborah L. (See Lott et al., November).
Tower, Cathy. *What's the Purpose? Students Talk about Writing in Science.* July, pp. 472–483.
Valle, James P. (See Lott et al., November).
Vardell, Sylvia M. (See Young & Vardell, January).
Walden, Anne. (See Brooke et al., May).
Waugh, Julie Riley. (See Mills et al., September).
Welte, Samantha Bowers. (See Fang et al., September).
Whitmore, Kathryn F., Prisca Martens, Yetta M. Goodman, & Gretchen Owocki. *Remembering Critical Lessons in Early Literacy Research: A Transactional Perspective.* March, pp. 296–307.
Williams, Molly. (See Brooke et al., May).
Williams, Shawn. (See Brooke et al., May).
Wilson, Sandip L. (See Lott et al., November).
Wolk, Steven. *Using Picture Books to Teach for Democracy.* September, pp. 26–35.
Yokota, Junko. (See Notable Books Committee, March).
Young, Terrell A. & Sylvia M. Vardell. *"Speaking Up" with Janet Wong* (Profile). January, pp. 230–233.

Sidebar Index

Carpenter, Marilyn
Authors Who Specialize in Books about Science. July, p. 482.
Children's Books about Identity. May, p. 363.
Children's Books about Workers' Rights. January, p. 192.
Children's Books on Seeing Differently and Looking beyond the Surface. November, p. 117.
Children's Books that Focus on the Meaning of Citizenship. September, p. 64.
Nonfiction Models for Writing with Young Children. March, p. 276.
Fassler, Rebekah
Debriefing Interviews as a Research Tool with Young Children. July, p. 438.

Labbo, Linda D.
Exceptional Web Resources for Fostering ESL Writing. July, p. 469.
From Writing Workshop to Multimedia Workshop. November, p. 119.
Internet Projects and Democratic Learning. September, p. 32.
Professional Development in Your Pajamas. May, p. 343.
Young Children Learn about Literacy in the "Virtual World". March, p. 295.
Meyer, Richard
Disrupting a Cultural Model Rooted in *"Sound It Out."* July, p. 449.
Facing Burnout. January, p. 172.
Some Facts about Zines. November, p. 131.
Taking Action for Meaningful Professional Development. May, p. 376.
What Does Freirian Dialogue Look Like in the Classroom? September, p. 66.
When Research Is Ignored. March, p. 304.
Santa Barbara Discourse Group: Judith Green & Sabrina Tuyay.
Content Analysis in Context. January, p. 211.
Santa Barbara Discourse Group: Judith Green, Beth Yeager, Carol Dixon, & Sabrina Tuyay.
Tools for Identifying Critical Moments in Everyday Classroom Interactions. September, p. 45.
Santa Barbara Discourse Group: Sabrina Tuyay & Judith Green
Learning with Others: Being a Member of a Research Community. November, p. 93.
Santa Barbara Discourse Group: Beth Yeager & Sabrina Tuyay
Looking and Re-Looking at Data: Tools for Constructing Layers of Analysis. May, p. 354.
Smith, Karen
John Dewey and Democracy in Education. September, p. 22.
Research on Critical Literacy with Young Children. March, p. 267.
Research on Professional Development. May, p. 385.
Research on the Social Nature of Writing. November, p. 127.
Thomas S. Kuhn and Paradigms. January, p. 218.
Smith, Karen & Cecilia Espinosa
Patricia Carini and Descriptive Processes. July, p. 459.
Tower, Cathy
Selected Resources on the Benefits and Uses of Nonfiction Genres. July, p. 477.